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ABSTRACT

A survey examined perceptions of volunteer service among 260 volunteer instructors in the Kentucky Hunter Education Association, a nonprofit organization that provides educational programs to hunters on safety, accident prevention, and sportsmanship. Volunteer instructors completed a survey pertaining to negative and positive motivators for program participation, instructional preferences, and service items. Results indicate that primary motivators for volunteering included helping others, helping to prevent hunting accidents, and helping to insure the future of hunting. Associations with the organization, hunter training officers, and other instructors were also considered strong motivators. Material rewards such as cards, patches, hats, and jackets were perceived as being the least important of motivators. Lack of equipment and personal liability were the two greatest concerns of volunteer instructors. Additionally, lack of training generated moderate concern as did lack of communications with hunter training officers and the association. Most volunteers preferred practical instruction and field work to the classroom. Also noted was an evolution among volunteer instructors toward greater acceptance of responsibility as years of service and experience increased. Includes recommendations for future program development, survey questions, and respondents' comments. (LP)

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ED 376 995

A STUDY OF KENTUCKY VOLUNTEER HUNTER EDUCATION INSTRUCTOR PERCEPTIONS POSITIVE AND NEGATIVE MOTIVATORS

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The members of the Content committee: David Deskins, Robert McKee, Mary McQuillen, George Mountjoy, and Joan Brown Wilkins, provided valuable assistance through a continuing review of the instrument construction process.

A special acknowledgment and note of appreciation is given to the students of the 1990 Hunter Education Instructor's Workshop who participated in the instrument validation process. Their participation in the process and comments on the instrument were most helpful.

Finally, the researchers appreciate the efforts of all those Volunteer Instructors who gave of their personal time to complete and return the instrument. Without their assistance, this study could not have been completed.

INTRODUCTION

The Kentucky Department of Fish and Wildlife began a program of Hunter Education in 1945. Between 1946 and 1990, 1,027,926 certifications were awarded.

In 1976, a new and expanded Hunter Education program was initiated. Characteristics of the new program included:

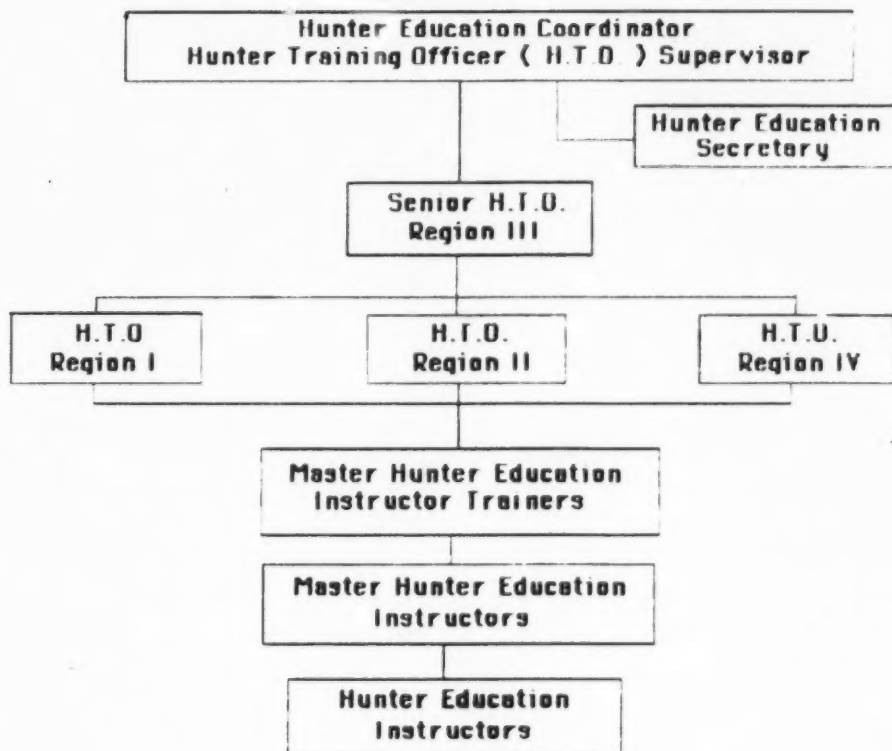
1. Expanded course content, instructional hours, and live firing requirements
2. National standards for course content and materials
3. Coordination of states programs through a North American Association of Hunter Safety Coordinators
4. Creation of a Hunter Education section within the Department
5. Creation of new positions including a Hunter Education Coordinator and regional Hunter Training Officers
6. The recruitment and training of Volunteer Hunter Education Instructors (V.H.E.I.).

The following organizational chart (next page) illustrates the current organizational structure. Hunter Education is one section within the Conservation Education Division.

Since 1976, the new Hunter Education program has produced over 90,000 certifications that are accepted throughout the United States and Canada. Presently, there are over 700 certified volunteer instructors. Although the number of volunteer instructors fluctuates, there has been a steady increase in participation since the introduction of the new program in 1976.

In 1991 Kentucky will join the majority of states in

**HUNTER EDUCATION
ORGANIZATIONAL CHART**



requiring hunter education certification. Presently, hunter education certification is required within the state in such areas as Land Between the Lakes/T.V.A., Fort Knox, and others.

In April of 1990, an organization of Volunteer Hunter Education Instructors was founded. The organization, Kentucky Hunter Education Association (K.H.E.A.), was formed to support hunter education efforts within the state. K.H.E.A. is a private, nonprofit group that will act independently of the Department of Fish and Wildlife Resources, although supporting their general purposes and objectives.

PURPOSE AND NEED FOR THE STUDY

Purpose of the Study

The purpose of the study was to identify and order positive and negative motivators, as perceived by Kentucky volunteer hunter education instructors.

Need For the Study

Much of the success of the Kentucky Hunter Education Program after 1976 has been attributed to the dedicated efforts of volunteer hunter education instructors. As mandatory hunter education becomes a reality, the role of the volunteer hunter education instructor will become increasingly important.

Since the volunteer instructor is at the heart of the

Kentucky program, a number of questions need to be addressed and understood. Among these are:

1. What motivates individuals to volunteer their time and resources to the program?
2. What are the physical and mental rewards perceived by the volunteer instructor?
3. What are the perceived negative factors of volunteer service to the program?

While the study cannot address all the implications of the above, it does contribute to the effort to understand volunteerism as related to the Kentucky program. A continuing effort to identify the characteristics of Kentucky volunteer hunter education instructors is a necessary element in program development and improvement.

STUDY DESIGN AND PROCEDURES

Design

The study utilized a descriptive design. A self-report survey instrument was used to generate study data.

Population and Sample

The study population included all active volunteer hunter education instructors not employed by the Kentucky Department of Fish and Wildlife Resources. The study population numbered 502. A survey instrument was mailed to the study population.

Returned instruments constituted the generated sample. Of the 268 returned instruments, 260 were usable and constituted the working study sample. The working sample was

calculated to be 51.8% of the study population.

Instrument

The study instrument consisted of fifteen items related to positive motivators, ten items related to negative motivators, four items related to instructional preference, and one item related to length of volunteer service. Items were grouped under headings as listed above.

A list of possible items were generated by the researchers, Kentucky Hunter Training Officers, and Master Instructors. From the initial list of items, a Delphi process was used to refine the items into a working instrument.

The working instrument was submitted to a committee of experts to verify construct validity. Members of the committee on construct validity included:

Dr. William Kummer, Associate Professor
Department of Physical Education and Recreation
Western Kentucky University

Dr. Alton Little, Professor
Department of Physical Education and Recreation
Western Kentucky University

Dr. Burch Oglesby, Professor and Department Head
Department of Physical Education and Recreation
Western Kentucky University

Changes were made in the working study instrument as directed by the construct committee. An interim instrument was constructed and submitted to Content Committee for item analysis. Members of the Content Committee included:

George Mountjoy
Senior Hunter Training Officer

David Deskins
Hunter Training Officer

Robert McKee
Hunter Training Officer

Mary McQuillen
Hunter Training Officer

Joan Brown Wilkins
Conservation Education

Corrections were made to the working survey instrument in response to the recommendations of the Content Committee. A new working survey instrument was drafted for verification of reliability.

Reliability was established using the test/retest method to generate a Pearson "R" value. Pearson "R" values were based upon data generated by a group of forty volunteer hunter education instructors attending a training workshop.

Items with an "R" value of .80 were retained. All items retained for inclusion in the final instrument ranged from "R" values of .84 to .98.

After a review of items to be incorporated into the final study instrument by the Content Committee, minor revisions were made. The final survey instrument was produced and is found in (Appendix B).

Scales

The instrument utilizes a self-report scale ranging from one to ten on items of positive or negative motivation. Respondents were asked to rate the items as to their perceived importance. (Note: One member of the Construct Committee indicated a preference for a one to five scale.)

Instructional preference items were rated from one to

four in the order of preference. Years of service were blocked into four groups: 1 to 3 years, 4 to 6 years, 7 to 10 years, and 10 plus years.

Data Processing and Analysis

Data from returned instruments were tabulated and transferred to data report forms. Individual comments were transferred to typewritten sheets and are included in (Appendix A).

Data were entered into a computer data file and checked for accuracy. A computerized statistical program (S.P.S.S.PC) was used to generate measures of central tendency, standard deviation, and sums of squares. Processed data are included in (Table 1, Positive Motivation Items), (Table 2, Negative Motivation Items), and (Table 3, Instructional Preference and Service Items).

FINDINGS

Findings: Positive Motivators (See Table 1, next page)

Positive motivators might be listed under three general headings:

1. Helping others
2. Association with the program, H.T.O.'s and peers
3. Material incentives.

Items 1, 5, and 10 produced the highest means (1 = 9.39, 5 = 9.38, and 10 = 8.94). Each of these three items related to the fostering of hunting and helping others.

TABLE 1
Positive Motivation Items

Order	Item	Mean	Median	Sd.	Sum of Squares	N	Personal Gain	Helping Others
1	11	9.39	10	1.35	23390.60	260		X
2	5	9.38	10	1.43	23407.62	260		X
3	10	8.94	10	1.55	21404.79	260		X
4	8	8.33	9	1.88	18960.06	260	X	
5	9	8.13	8	1.99	18214.82	260	X	
6	12	8.07	8	1.79	17765.54	260	X	
7	1	7.78	8	2.10	16883.98	260	X	
8	13	7.68	8	2.09	16471.13	260	X	
9	14	7.51	8	2.37	16124.42	260	X	
10	7	7.46	8	2.14	15660.11	260	X	
11	6	7.13	7.5	2.02	14270.50	260	X	
12	4	6.49	7	2.80	13018.05	260	X	
13	3	5.47	5	2.77	9774.39	260	X	
14	2	5.45	6	2.62	9507.39	260	X	
15	15	4.01	3.5	3.03	6757.63	260	X	

NOTE Sd = Standard Deviation N = Number in Sample

ITEMS

11. Helping to prevent hunting accidents.
5. Helping to insure the future of hunting.
10. Helping others.
8. The hunter education field training.
9. Participation in live firing.
12. The fun of learning more as an instructor.
1. The 12 hour Instructor Hunter Education course.
13. The satisfaction of being identified with Hunter Education and the Department.
14. Being a certified Hunter Education Instructor.
7. The Hunter Education classroom environment.
6. The association with H.T.D.'s and other H.E. instructors.
4. The annual H.E. Instructor's Workshop.
3. The incentive awards: jacket, hat, etc..
2. The instructor card, patch, and certificate.
15. Wearing a uniform in class.

Items 8, 9, 12, 1, 13, 14, 7, 6, and 4 produced the next highest means (8 = 8.33, 9 = 8.13, 12 = 8.07, 1 = 7.73, 13 = 7.68, 14 = 7.51, 7 = 7.46, 6 = 7.13, and 4 = 6.49). These items relate to association with the program, H.T.O's, and peers.

Items 3, 2, and 15 produced the lowest means (3 = 5.47, 2 = 5.45, and 15 = 4.01. These means relate to material incentive awards.

Findings: Negative Motivators (See Table 2, next page)

Only five items under the above heading produced means of 5.00 or greater. Items 6, 1, 3, 7, and 5 produced the highest means (6 = 6.44, 1 = 6.30, 3 = 5.72, 7 = 5.28, and 5 = 5.04).

Items 4, 2, 9, 8, and 10 produced means below 5.00 (4 = 4.56, 2 = 4.40, 9 = 4.00, 8 = 4.04, and 10 = 3.74). Among all motivational items, both positive and negative, the above items ranked in the lowest quartile in overall importance.

Findings: Instructional Preference and Years of Service

Range Instructor was preferred by more respondents than any of the other instructional responsibilities, regardless of years of service during the first ten years. Chief H.E. Instructor was the next responsibility of choice during the first ten years of service and the first choice for instructors with ten plus years of service. Co-instructor ranked third among all respondents and Assisting Instructor

TABLE 2
Negative Motivation Items

Order	Item	Mean	Median	Sd.	Sum of Squares	N
1	6	6.44	6.0	2.51	12419.12	260
2	1	6.30	6.5	3.71	13898.38	260
3	3	5.72	5.0	2.91	10714.55	260
4	7	5.28	5.0	2.66	9084.73	260
5	5	5.04	5.0	3.05	9023.22	260
6	4	4.56	5.0	2.78	7413.75	260
7	2	4.40	5.0	2.47	6625.44	260
8	9	4.08	3.0	3.31	7181.06	260
9	8	4.04	3.5	2.76	6221.85	260
10	10	3.74	2.5	3.04	6043.74	260

NOTE: Sd. = Standard Deviation N = Number in Sample

ITEMS

- 6. Lack of equipment
- 1. Personal liability
- 3. Time away from home and family
- 7. Lack of training
- 5. Lack of communications with H T O's and
the Department
- 4. Personal financial expense
- 2. Forms and paper work
- 9. The one assist per year requirement
- 8. Personal feelings of inadequacy
- 10. Time away from work

ranked last. In general, the trend in instructional preference moved from Range Instructor to Chief H.E. Instructor as years of service and experience increased (1-3 years = 14.6%, 4-6 years = 27.5%, 7-10 years = 40%, and 10+ years = 59.4%).

TABLE 3
Instructional Preference/ Years
of Service Matrix

INSTRUCTIONAL PREFERENCE	YEARS OF SERVICE			
	1-3	4-6	7-10	10+
Chief H.E. Instructor	14.6 %	27.5 %	40 %	59.4 %
Co-instructor	7.0 %	12.5 %	0 %	6.2 %
Assisting Instructor	3.8 %	12.5 %	0 %	0.0 %
Range Instructor	74.6 %	47.5 %	60 %	34.4 %

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are logical assumptions based upon figures generated by treatment of data produced by working sample survey instruments:

1. The primary motivation for volunteering personal time and effort to the Kentucky Hunter Education Program was related to helping others.
2. Association with the Department, H.T.O's, and other instructors was a strong positive motivator.
3. Material rewards such as cards, patches, hats, and jackets were perceived by volunteer instructors as being the least important of those motivators

listed.

4. Working with young people and being in a position to influence the environment and future of hunting were important motivators for a number of volunteer instructors (See Appendix A).
5. Volunteer instructors tended to place more importance on the positive aspects of the program than they did on the negative aspects.
6. Lack of equipment and personal liability were the two greatest concerns of volunteer instructors.
7. Time away from home was a concern and may be related to the several written comments regarding travel time and travel distance (See Appendix A).
8. Lack of training generated moderate concern as did lack of communications with H.T.O's and the Department.
9. Most volunteer instructors preferred practical instruction (i.e., range work) to the classroom.
10. There was an evolution among volunteer instructors toward greater acceptance of responsibility as years of service and experience increased.
11. Forty percent of volunteer instructors tended to avoid the responsibility of Chief Instructor after ten years of experience.
12. The intermediate instructional responsibilities of Co-instructor and Assisting Instructor were preferred by less than thirteen percent of all respondents.

Recommendations

1. Initiate a strategic planning process establishing short and long term goals for volunteer instructor development.
2. Initiate an instructional methodology training process aimed at improving volunteer instructor competency and confidence in the classroom.
3. Initiate a Committee charged with the responsibility for making recommendations to improve communications between volunteer instructors, Hunter Training Officers, and the Department.

4. Develop a systematic approach to regional volunteer instructor workshops.
5. Develop a method of volunteer instructor assist scheduling coordinated through the Hunter Training Officers.
6. Investigate the possibilities of providing liability insurance for volunteer instructors.
7. Investigate the possibilities of providing volunteer instructors some reimbursement for mileage.
8. Seek alternative funding sources for equipment, training aids, and other necessities for each instructional team.
9. Investigate the possibility of producing and/or acquiring state of the art instructional aids and training volunteer instructors in their use.
10. Similar studies should be conducted in other states and provinces.
11. Results of the above studies should be analyzed for correlations between study findings and the processes and procedures of the program.
12. Initiate a process of ongoing research aimed at developing a better understanding of the hunter education process, instructors, and students.
13. Emphasize the need for research related to the hunter education process and a systematic sharing of information at the international level.

Appendix A

16 - Please list and rate any other item you feel motivates you.

* Please list below any other items or conditions you feel have a negative effect upon your participation in the program...

1. 16 - Just knowing what I teach may save someone's life.

* Not being educated in school as I grew up. With a ninth grade education I feel that I teach the best that I can.

2. 16 - Opportunity to help make hunting safer.

* I feel the instructors should receive the yearly hunting regulations.

3. 16 - To help promote hunting and hunting's future in a safe way.

4. 16 - Safety

* Inconsistency

6. 16 - In regarding #15, Although I do not feel a uniform is necessary I do strongly feel that the instructor should be neatly dressed and groomed so as to present a professional image to the participants and general public.

7. 16 - Setting positive example for others.

16. 16 - To get other persons into hunting.

22. 16 - Discovering top hunting & fishing spots for family field trips.

* You're lucky I returned this, the way I hate paperwork, however I enjoy helping others. I am self-employed, so it's a financial loss to me. There are times I can get away easy enough and times that I absolutely can not. I do not travel far with this or spend much time from home, because growing kids need dad.

23. 16 - Helping others to learn about safety.

27. 16 - Working with young people.

* Health problems in family.

28. 16 - More programs on T.V. to let the public know more about what the Department of Fish & Game & the Hunter Education Instructors do for Kentucky.

30. 16 - I like working with people in safe handling of firearms.

* In Henderson Co. we have a lot of participation in our hunter safety programs. I don't like the idea that a child would have to have a hunter safety card before his parent could allow him to hunt or allow him to carry a empty firearm. Most children under the age of 9 can't read well enough to understand or answer the present test that we have now without someone reading and explaining to him or her.

32. 16 - Personal Education Updated Frequently

33. 16 - Seeing the satisfaction of young people who pass class.

34. 16 - Great H.T.O.'s to work with.

41. 16 - Giving people proper firearm training.

43. 16 - Watching a kids face light up.

44. 16 - Interesting to work with young people and people who never had the chance to hunt.

45. 16 - Hunter landowner relations

48. 16 - Former Conservation Officer with 32 Years of service.

50. 16 - To be a part of starting a child out with the proper knowledge & skills to be a ethical & safe hunter in the future and today. Our youth are the future.

51. 16 - I'm inclined to teach a course. I'm not inclined to teach a course.

53. * The distance traveled and rush conditions.

54. 16 - New & pertinent & innovative ideas that can better the classes and all involved.

* There seems to be no rank & file or organized sequence of the volunteer sector (i.e. Master Field Inst. - Assistant to the M.F.I. & etc.)

56. 16 - If helped save one life, I'd be satisfied.

60. 16 - Satisfaction of teaching a child the knowledge of using safe ethics and always practicing the skill as a youth and in the future.

62. 16 - Showing non-hunters that we are trying to educate people to be safe & responsible.

63. 16 - Children Attending

64. 16 - Public opinion on the subject
66. * We need more H.T.O.'s to train Volunteer Instructors.
69. 16 - I like teaching, being involved, I work on national & international level for hunter rights.
- * I wish I could do a course each week.
70. 16 - To fight the efforts of the Anti-Hunters
72. 16 - Creating a better attitude and understanding how we could help or hurt habitat or all wildlife.
75. 16 - Helping young people get interested in hunting and the outdoors instead of drugs and alcohol.
76. 16 - More classes on safety of gun handling.
78. 16 - Sharing Ky. Wildlife with my children & hunting experiences.
81. 16 - Seeing the look on the young student when they figure out they have been successful.
- * Personal liability is the only major negative which I have. Most states (Il. Ak. etc.) you are covered by the same law which covers other state employees while in the classroom and on the range.
89. 16 - "I love Mac Lang"
90. 16 - We appreciate the incentive awards! But don't you think that 125 classes is a little out of line, when we can only assist a couple of times a year. For some of us a muzzle loader would only be a dream.
93. * When a class has been scheduled and filled and some cannot participate, the class has not been scheduled for another time.
98. 16 - Working with & helping young people, who do not have an adult to take the time to teach them.
98. * Our Conservation Officer always wants a class, however he is always busy when it comes to helping put on the class. H.T.O. is late with materials! I personally do not believe that "reloads" should not be fired on the range. The Dept. provides new shells. Why doesn't an H.T.O. give reloads? Why does an H.T.O. want the empty hulls?
100. 16 - Helping a young kid learn how to use and handle firearms safety.

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101. 16 - Presenting important and accurate facts about Wildlife Management.
103. 16 - The respect generally extended to H.E.I.'s.
- * Finding locations to hold the range work (10) - Time away from work - Note: This may change if we can get the 4-H Range built at Gravel Switch.
104. 16 - Knowing that I may help in some way.
105. 16 - Helping youngsters learn gun sports and the enjoyment of hunting.
106. 16 - Teaching kids to be a respected & safe hunter.
110. 16 - Good news to share with others. Being knowledgeable.
111. 16 - Getting others educated about Hunting Safely.
115. 16 - Helping others enjoy safely the sport I enjoy.
- * Lack of communication between volunteer in neighboring counties, inadequate equipment that keeps getting worse, films keep breaking & firearms are in bad condition.
116. 16 - Overall experience
118. 16 - Teaching young hunters to conserve wildlife.
119. 16 - Safety in the field
121. * No one has ever called me to help with any program.
123. * Lack of female instructors in my area
124. * Master instructors should not relay solely on instructors for class room instruction.
126. 16 - Helping to get young people into the sport of safe hunting.
- * Not having the time to attend the H.E. Workshops.
130. 16 - Providing help and training to youths, that they don't get at home.
132. 16 - To help protect our right to bear arms
134. 16 - The giving of prizes to encourage more to come to class
135. 16 - Motivate youth to become sportsmen

138. 16 - More and longer range work with youngsters

139. 16 - Gun Safety

* Have not had training as a instructor as of yet & cannot express true feelings on the above marked.

142. 16 - It helps to educate the younger generation.

145. 16 - To motivate persons to feel towards the shooting and hunting sports as strongly as I do.

* Distance to travel to classes

146. 16 - Getting people to understand how important hunter safety is, not only for himself, but others. Also, teaching the kids the right way to use guns & helping them to enjoy & continue hunting the rest of their lives.

* Distance we have to go to help at classes

147. 16 - Help give gun owners & Hunters a better name

148. 16 - To see boys & girls learn more about hunting & proper use of firearms.

149. 16 - Boy Scouts

150. 16 - Hunter Ethics

150. * Time spent firing muzzleloader

151. 16 - Helping kids be able to enjoy the great outdoors

153. 16 - To teach young people conservation & responsibility

156. 16 - Maintaining the integrity of the program

159. 16 - Training kids while they are young

160. 16 - Being in a position to disseminate accurate information about hunting, shooting, etc.

* The un-supervised method of letting people take the written test - it encourages cheating, reduces incentive to really "learn" the material and rates teachers educational ability artificially high.

161. 16 - Personal satisfaction of doing something for the benefit of others.

* Instructors along for the ride, non class participating people that have No intentions of ever getting up before a group of people but are always ready to ride along and are armchair experts at everything and anything because of the statues they carry in other circles ("The Legend in their mind" syndrome).

162. Not having available time to participate more.

164. 16 - The fellowship with my co-instructors

* The slow recognition from the state headquarters

166. 16 - Heritage - One less lost art to the past

168. 16 - Working with youth

170. 16 - Good one on one with public not as an enforcement statitus.

* Each Law Enforcement Dist. should have one H.T.O. with supplies for two classes to be on going at any one time or place.

173. 16 - Working with young people

174. * Not enough classes in Eastern Ky. Cost is expensive to travel for workshops to other parts of the state.

175. 16 - The game wardens need to visit each class from that county.

* We need to be insured in the case of accident.

176. 16 - Help insure safe, ethical, hunters to continue a wonderful sport.

* My job as a truck driver in relation to most scheduled classes does not allow me to be as involved as I would like to be in relation to the required number of assists.

177. 16 - Helping young people/students

178. 16 - A sense of participation and reward

179. 16 - Getting to see old friends and making new ones.

180. 16 - Helping influence (Ethics)

181. 16 - More time needed for first aid.

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181. * Too much time wasted on war stories and relating to class how many blue bird boxes are being built. If nothing were changed however I still would continue my efforts as an instructor. All in all you guys get an Atta Boy, Keep it up.
184. 16 - Setting up a more advanced Hunter Education class
185. 16 - Working with youth to insure safety
187. 16 - To know I have the knowledge to hunt legally & safely
190. 16 - Watching the children's expression as they learn.
- * The wearing of firearms, by some volunteers, in classrooms and the use of personal friends while other volunteers are left out.
191. 16 - Better attitude of youngsters to the sport.
193. 16 - Promoting safe firearms handling
197. * We need to be more positively identified as Volunteer Instructors, Working without pay.
199. 16 - The reward of teaching others
- * Not enough time
200. 16 - I feel I set a good example for my children
- * It would be nice to have some of Jessamine County and more in Fayette Co.
206. 16 - Starting young people with good habits & experiences.
- * The recent workshop was a long way from home, there should be some in different locations near Eastern Ky.
207. 16 - Satisfaction of youth and adults learning/sharing.
- * Low class attendance after a big effort to advertise and promote.
208. 16 - Youngsters interest & enthusiasm
209. 16 - Helping youngsters get off on the right foot

210. 16 - Helping young people see that females can and do enjoy hunting.

* The H.T.O.'s do not relate to a female the same as to a male. The department personnel, i.e. conservation officers do not accept a female in this role, and if they do accept a female, it is in a position of "helper" only.

212. 16 - My son's interest.

213. 16 - Improving the sportsman image to the non-hunting public

215. 16 - Helping young people & hunting interest.

* Work schedule of people in region IV for example 6-7 days a week. 12 hr days very hard to schedule classes.

216. 16 - Friendships

218. 16 - Exposing students to all areas - bow, gun, muzzleloaders.

* Ky. Dept. doesn't call to see if instructors are available. I called long distance (4) times to volunteer. Results: No return of my calls therefore I didn't teach.

219. 16 - Teaching young people to be safe & courteous hunters

223. 16 - I enjoy the classroom presentation. It gives me a sense of pride and accomplishment. I am looking forward to receiving my jacket. Would attend the workshops if I had the time. The Hunter Education field training is good but could use some improvement in organization. Need more updated news letter as to classes in our area. We show no class in Northern, Ky. yet their is interest in this area of state.

* Would like to see more Archery in this course. I need more lead time for the course since I own my own business and work in appointment bases usually on a 2-3 week advance schedule.

224. * We need accurate, sight equipped 22's and youth size shotguns especially. No negative effect on my participation but good ranger and more time is needed for better courses.

227. 16 - I owe it to the sport. Hunting/outdoor activity saved my sanity once.

* Lack of experience with KY Hunters/Hunting. (I came here recently from NY State)

228. 16 - Motivating youth to enjoy & carry on tradition of hunting.

230. 16 - Working with people to establish positive attitudes in hunting safety.

231. 16 - Helping shape young people

233. 16 - Watching young men and women learn new ideas and learn to shoot.

* Difficulty finding a firing range. If I had an adequate range available somewhere like the Central Kentucky Management Area, I would conduct three or four sessions a year on my own.

235. 16 - Personal contribution to todays young sportsmen

* None! You have to consider your sacrifices before becoming involved in a program such as this and be prepared to make those sacrifices when the need arises.

236. 16 - Have Conservation Officer of the county be present one night if possible.

237. 16 - Teaching others just how dangerous hunting can be.

238. 16 - Association with C.O.'s

* Time away from golf and other hobbies.

241. Safety

242. Helps establish trust with landowners for future hunts.

* Since I am relatively new, I haven't wxperienced any negatives - I am not anticipating negatives.

244. 16 - Respect of class & thinking I'm helping to make it safer.

249. 16 - Should be able to identify instructors in class.

250. 16 - Help the kids learn about hunting and how to shoot

251. To promote good hunting ethics and sportsmanship.

257. Meeting new hunters

260. More actual pictures of wildlife (ducks) instead of drawings

*
*Right now, I feel that I don't have the knowledge to conduct a class. However, in the future, I would love to. Thanks,
John Migliorisi

Appendix B

Kentucky Hunter Education Instructor		
****	SURVEY	****

The purpose of this survey is to generate data related to the factors that motivate individuals to participate on a voluntary basis in the instruction and administration of Hunter Education.

Below, you will find a number of items which may influence your involvement in the program. You will consider some of the items to be more important motivators than others.

Below each line you will find a series of spaces varying from one (1) to ten (10). (1) represents no importance or no influence. (10) represents great importance or great influence. The spaces between (2) and (9) represent the degree to which you feel the item is important or influences you.

You should consider the item *ONLY* with respect to your personal attitudes and perceptions. You should not make your judgements based upon perceived importance to the group of Hunter Education Instructors as a whole.

POSITIVE MOTIVATORS

EXAMPLE:

Helping to prevent hunting accidents

1
2
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10

This is a moderately important factor or reason why I participate in the Volunteer Hunter Education Program.....

1. The 12 hour Instructor Hunter Education course.

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2. The instructor card, patch, and certificates.

1
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3
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5
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7
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3. The incentive awards: jacket, hat, etc.

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3
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4. The annual H.E. Instructor Workshops.

1
2
3
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5
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5. Helping to insure the future of hunting .
1 2 3 4 5 6 7 8 9 10
6. The association with H.T.O.'s and other H.E. Instructors
1 2 3 4 5 6 7 8 9 10
7. The Hunter Education classroom environment.
1 2 3 4 5 6 7 8 9 10
8. The Hunter Education field training
1 2 3 4 5 6 7 8 9 10
9. Participation in live firing
1 2 3 4 5 6 7 8 9 10
10. Helping others.
1 2 3 4 5 6 7 8 9 10
11. Helping to prevent hunting accidents.
1 2 3 4 5 6 7 8 9 10
12. The fun of learning more as an instructor.
1 2 3 4 5 6 7 8 9 10
13. The satisfaction of being identified with Hunter Education
and the Department.
1 2 3 4 5 6 7 8 9 10
14. Being a certified Hunter Education Instructor.
1 2 3 4 5 6 7 8 9 10
15. Wearing a uniform in class.
1 2 3 4 5 6 7 8 9 10
16. Please list and rate any other item you feel motivates you

1 2 3 4 5 6 7 8 9 10

NEGATIVES

1. Personal liability

1	2	3	4	5	6	7	8	9	10
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2. Forms and paper work

1	2	3	4	5	6	7	8	9	10
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3. Time away from home and family

1	2	3	4	5	6	7	8	9	10
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4. Personal financial expense

1	2	3	4	5	6	7	8	9	10
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5. Lack of communications with H.T.O's and the Department

1	2	3	4	5	6	7	8	9	10
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6. Lack of equipment

1	2	3	4	5	6	7	8	9	10
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7. Lack of training

1	2	3	4	5	6	7	8	9	10
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8. Personal feelings of inadequacy

1	2	3	4	5	6	7	8	9	10
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9. The one assist per year requirement

1	2	3	4	5	6	7	8	9	10
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10. Time away from work

1	2	3	4	5	6	7	8	9	10
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Please list below any other items or conditions you feel have a negative effect upon your participation in the program

INSTRUCTIONAL PREFERENCE

Below you will find four kinds of volunteer instructional activities. Please rank the activity in terms of your preference as an instructor. One (1) is your first choice, Two (2) your second choice, and so on. Please rank each item.

If given the choice, I feel most comfortable as:

- _____ CHIEF H.E. INSTRUCTOR - I can plan, schedule, advertize, teach, test, and properly complete all paper work.
- _____ CO - INSTRUCTOR - I can do everything the Chief Instructor can do, with the help of another instructor.
- _____ ASSISTING INSTRUCTOR - I am better at assisting others.
- _____ RANGE INSTRUCTOR - I am best suited to help on the range and test day.
-

I have been a volunteer Hunter Education Instructor:

- ☐ 1-3 years ☐ 4-6 years ☐ 7-10 years ☐ 10+ years
-

Please complete the survey immediately and return it in the envelope provided. NO POSTAGE IS NECESSARY.

We appreciate you taking the time to complete this survey. The information provided by volunteer instructors in the Kentucky Hunter Education Program will be used to upgrade and improve relations between the Department and the individual volunteer instructor. How you feel is important to us, since you are the key element in any successful program.

Thank you again for your help !
